

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Harwich and Dovercourt High School
Number of pupils in school	1158
Proportion (%) of pupil premium eligible pupils	37.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Kate Finch, Headteacher
Pupil premium lead	Simon Garnham, Senior Assistant Headteacher
Governor / Trustee lead	Valerie Metcalfe

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£395,260
Recovery premium funding allocation this academic year	£57,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£452,680

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are in care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support in our context, which we have identified as reading, writing and oracy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be based around our knowledge of our students' common challenges and individual needs, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set, including through engagement with our Reading School Initiatives
- ensure reading, writing and oracy are securely at the heart of our curriculum to raise academic achievement for all
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Attendance</b> of students is regularly below our target of 95%, including significant numbers of persistent absentees, especially in light of the impact of the pandemic. For 2020-21, attendance for PP students was 86.46%; Non PP was 94.16%; Persistent Absence was at 23.63% amongst PP students.
2	<b>Mental health</b> of students has been adversely affected by the pandemic.
3	<b>Gaps</b> in reading, writing and attainment resulting from lost face to face learning from the pandemic, exacerbating pre-existing gaps between the disadvantaged and their peers.
4	<b>Behaviour For Learning</b> has deteriorated after two lockdowns and subsequent high levels of student and staff absence.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	The gap between disadvantaged and non-disadvantaged students is narrowed at KS4 during 2021-22.
Improved reading and writing among disadvantaged pupils across KS3.	Reading and writing tests demonstrate improved levels compared to chronological age among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2021-22 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2021-22 demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the</li> </ul>

	<p>attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p> <ul style="list-style-type: none"> <li>narrowing the gap between the percentage of all pupils who are persistently absent who are disadvantaged and their peers.</li> </ul>
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £259,949

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued pastoral configuration of 5 x Year Group Progress Leaders, Assistant Head of Year and Student Support Assistant (increase from 4)	Enhanced specialised support and supervision of academic progress for all ages. This allows pastoral structures to reflect the school's curriculum intent.	1,2,3,4
Developing literacy skills - reading, vocabulary development, writing and oracy - to be the focus of KS3 Improvement plan and staff training	Internal reading data; Reading age tests; KS2 prior attainment data.	3
Deliver training programme to all teaching staff using a team of accredited Lead Practitioners and the 5 days allocated CPD time. HDHS Teaching and Learning Team	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">Studies show that quality marking, planning, delivery and feedback are most cost-effective method of raising progress and attainment for all pupils and in particular PP Students.</a> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a>	3
Fine-tuning HDHS: A Reading School (Reading for Purpose; Reading for Pleasure).	Students reading surveys show a negative response to reading from some PP students	3
Provision of smaller teaching groups.	<a href="#">Sutton Trust Teaching and Learning Toolkit (Link)</a>	3
Subject knowledge enhancement programmes in place where needed for teaching staff (eg Massolit).	Sutton Trust: What Makes Great Teaching?	3

Identifying and dealing with student misconceptions to form part of an ongoing scheme of work review.		
Retrieval practice to inform classroom practice and the development of schemes of work. Knowledge organisers provide effective student support.	Sutton Trust: What Makes Great Teaching?	3
Whole School Reading Book.	<a href="https://literacytrust.org.uk/information/what-is-literacy/">Reports by the National Literacy Trust show the benefits of REading for Pleasure</a> <a href="https://literacytrust.org.uk/information/what-is-literacy/">https://literacytrust.org.uk/information/what-is-literacy/</a>	3
Issue reading books to all KS3 readers.	<a href="https://junipereducation.org/wholeschool-reading/">Reports by Juniper Education show the benefits of Whole School Reading</a> <a href="https://junipereducation.org/wholeschool-reading/">https://junipereducation.org/wholeschool-reading/</a>	3
Subscription to "Let's Think in English"	Kings College London research <a href="http://www.kcl.ac.uk/ecs/research">www.kcl.ac.uk/ecs/research</a>	3
"Bedrock" subscription continued as part of whole-school Tier 2 Vocabulary Drive	Addressing Educational Disadvantage in Schools and Colleges: The Essex Way. Marc Rowland.	3
Subscription to Tute and/ or CCHS Virtual School	<a href="http://www.tute.com">www.tute.com</a>	3
Subscription to SMSC for Schools including Thought for the Week	<a href="http://www.smsc4schools.co.uk">www.smsc4schools.co.uk</a>	2,3
Provide a wide-range of quality learning support materials (eg SAM Learning/ Tassomai/ reading books/ musical resources/ revision materials) including extra-curricular support (eg Easter Revision).	All studies show that high quality "Wave 1" provision is the most effective whole-school initiative	3
Implementation of proven literacy interventions eg Lexia, one-to-one support, Catch-up reading lessons Read-Write-Inc support	Average reading ages required for GCSE Papers = 14 years 8 months and rising. Some year 11s have reading ages below this. Functional literacy not achieved until 9 Years 6 months. Some KS3 pupils have lower than this	3
Struggling PP Pupils are assigned a mentor to support their learning, attendance, behaviour and safeguarding	One-to-one key worker acts as a key link between school and home. Supports with 'advocacy' in school. Aids application process for FE and supports with learning and revision habits.	1,2,3,4
Use of CATs tests to successfully establish baseline assessments	Students have not completed SATs since 2019, so this allows us to establish a baseline assessment for Year 7s against which we can measure progress across KS3 and 4 for disadvantaged and non-disadvantaged students.	3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £126,487

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of pre-teaching groups for core lessons for a selected cohort of under-achieving pupils	In core subjects, some pupils make lower than expected progress in comparison to their peers.	3,4
Flexible and regularly assessed groupings	The Sutton Trust Best in Class 2018. Prevent "sink" groups in lower ability and complacency in more able.	3,4
Breakfast clubs for all and revision-specific breakfast club/ Period 0 for exam cohorts	HDHS attendance is broadly in line with national average but needs to exceed. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4
Provide more and better opportunities for parental engagement	Sutton Trust/ Educational Endowment Fund: Teaching Toolkit	1,2,4
Running homework club and staffing with 2 experienced members of staff every night	Student and parent voice overwhelmingly supportive and positive	3,4
Social skills/ Cultural Capital courses (ie Risk Avert/ Outward Bounds/ Boys Club/ Girls Club/ "Club with no name!"/ gardening club, Colchester United Football and Fun), lunch clubs (Boys/ Girls/ Sports)	Improvement in attendance and morale for pupils	1,2,3,4
Exam support programme for Year 11 PPG pupils	Some pupils have gaps in their knowledge which can be closed with specific revision resources and support.	3
Training for staff in Trauma Perceptive Practice, Pivotal Behaviour, Mental Health First Aid, Positive Psychology and other support for pupils	Support, coaching and mental wellbeing intervention programmes improve outcomes for pupils with specific needs	2,3,4
Employment of Attendance Solutions (part cost)	HDHS attendance data is at or slightly below national average. Attendance Solutions have a good track record of improving overall attendance % and reducing numbers of PAs	1
Employment of Children in Care Keyworker with enhanced salary	With a second care-home in the town, HDHS has seen increasing numbers of troubled CIC and increasing numbers of CIC mid-year admissions	1,2,3,4

Every year 10 student to have an independent 1-to-1 CEIAG meeting	Each student will receive an interview. Relevant paperwork , with targets, will be supplied.	3
Every year 10 and 11 student to attend a relevant CEIAG conference in academic year 2021/22	All PPG students to attend the event(s)	3
1:1 and small group mentoring and tuition at KS4 focussed around behaviour for learning and attainment, focussed on those students who have fallen behind their peers. This includes the National Tutoring Programme.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1,2,3,4
Literacy, numeracy and resilience/social skills interventions led by TAs, targeted at Y7-9	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1,2,3,4
Provision of additional intervention groups in Year 11 (subject 9 time), against option blocks and BTEC Sport	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,3,4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £66,244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality extra curricular activities. In particular aspirational activities and boosts to "cultural capital" (eg Speakers for Schools/ Youth Speaks/ Young Citizens Mock Trial/ Theatre visits (An Inspector Calls, Romeo and Juliet, West End Musicals)/ performing arts/ chess club/ Outward Bounds/ University Outreach projects/ London "Extravaganza"/ Year 8 Orford Trip/ Half Term Food and Fun/ Poetry Live).	Rebecca Montacute: "Potential for Success" shows that high achieving disadvantaged pupils are much more likely to fall behind high achieving other pupils between KS2 and KS4 but that tutoring and access to further and higher education can prevent this gap occurring.	2,3

Ensure fair representation of PP Pupils.		
Support for pupils in financial need (eg through purchase of uniform, resources, travel costs, equipment including food for Food Tech, Ballet shoes for Dance and Art resources for Design, Graphics and Art)	Barriers to attendance and to concentration in lessons can include hunger, inadequate uniform, inadequate equipment	1, 2, 3
Support for pupils with alternative provisions (eg Fresh Start@Colchester Institute, NEECA, CTP Witham, Rally Sport, TLG Tendring)	Local providers with specialist knowledge allow a bespoke provision and facilitate best possible outcomes.	1,2,3,4
Support for Performing Arts initiatives including individual peripatetic music lesson	Some students engage better with school via the arts	1,2,3,4
Increasing PP representation on student leadership bodies	Some pupils express little faith in their own abilities and life-chances	2
Run "Risk Avert" programme for selected Year 8 pupils Free course. Staff costs: £4700	Liaison with local police, crime stoppers and Harwich Crime Prevention Panel confirms that "County Lines" are a significant risk in Harwich and Dovercourt. A number of pupils have been exposed to criminality, such as cannabis use.	1,2,3,4

**Total budgeted cost: £452,680**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Internal Teacher Assessments during 2020-21 indicate that the gap between disadvantaged and other students has narrowed at KS4, and attainment for both groups has risen. Year 11 outcomes data for 2021 compared to the last year of external exams:

Measure	2019	2021
PP Attainment 8	30.54	35.75
Non PP Attainment 8	43.75	47.06
Gap	13.21	11.31

In 2020 Year 7 joined HDHS with an average writing age of 9 years, 10 months (all schools: 10y 1m), 22 months behind where Year 7 would be expected to be at the start of Year 7. By the start of Year 8 (2021), this had risen to 12y 11m (All schools: 12y 7m), surpassing both their chronological age and the average for all schools. This data comes from the No More Marking project which HDHS participates in each year.

During 2020-21 Students undergoing reading interventions benefited from an improvement in their reading age of 18 months.

During lockdown 2 (2021), nearly 300 devices were provided for families with inadequate technology to access online learning. This was in response to pastoral staff and tutors making regular contact with all our families and our analysis of those families who were unable to access work set online.

Attendance was significantly impacted by the pandemic during 2020-21 although not as extensively at HDHS as nationally. By May 2021, average year group attendance was 94.16% for non-PP and 86.46% for PP, against a target of 95% for all students.